

Marsing Joint School District #363

2013-14 Differential Pay Plan

Understandings:

- Funds distributed for the differential pay plan are provided for in section 33-1002, DIFFERENTIAL PAY, IDAHO CODE. (EFFECTIVE UNTIL JULY 1, 2014- Of amounts appropriated for the educational support program, moneys shall be distributed for differential pay as provided for in section [33-1002](#), Idaho Code.) see attachment
- The payment of any funds to an employee pursuant to this section shall not create any requirement that the school district maintain or repeat such a payment in the future.
- Marsing Joint School District's Differential Pay Plan was developed with input from the principals, teachers, and the superintendent.
- The plan shall delineate how the moneys will be used for excellence in achievement awards, including the establishment of goals and identifying objective measures of growth in student achievement to be used.
- The District Leadership Team is responsible for setting an overall goal/objectives for the district. Individual buildings are responsible for determining the assessment tool/s used to measure the academic student growth outlined in the goal/objective of the plan.

Student Growth and Achievement District Goal:

- By the end of third quarter (March 14, 2014) 80% of all Marsing Joint School District students will demonstrate academic growth as measured by performance on locally established pre- and post-tests.
- Due to the States decision to administer the SBAC field test during the end of the school year the district's ability to adequately administer reliable post-tests is not reasonable.

Professional Development

- To support student growth and achievement the Marsing School District has planned a series of professional development opportunities:
 - SESTA Tier II Math intervention strategies for teachers.
 - District-wide SIOP training
 - Targeted PD modules focusing on individual teacher's needs (i.e. Google Apps for Education/Docs, Edmodo, book studies, Charlotte Danielson Framework for Teachers, Khan Academy, Prezi, PowerSchool)
 - ELA and Math teachers- aligning curriculum with Idaho Core Standards
 - Science and Social Studies teachers – Instruction in reading and writing strategies that support ELA Idaho Core

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- PE/Health teachers – Alignment of PE/Health standards and Idaho Core Standards; using informational text in health and PE
- New teachers to the district – New teacher training offered through the district’s instructional coach.
- Discovery Education – Utilizing technology to increase student engagement and application of project based learning

Distribution:

- Funds will be divided evenly across the staff, both certificated and classified, proportionally according to their FTE status.

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TITLE 33

EDUCATION CHAPTER 10

FOUNDATION PROGRAM -- STATE AID -- APPORTIONMENT

33-1004J. DIFFERENTIAL PAY.[EFFECTIVE UNTIL JULY 1, 2014] Of amounts appropriated for the educational support program, moneys shall be distributed for differential pay as provided for in section [33-1002](#), Idaho Code. Moneys for the differential pay program shall be distributed to school districts requesting grant funds for local excellence in achievement awards. Such distribution shall be based upon each requesting school district's number of support units used to calculate salary-based apportionment, as compared to the total number of such support units for all such school districts requesting such funds. Funds received shall be paid to certificated or noncertificated employees, subject to local excellence in achievement plans, pursuant to the following criteria:

(1) All plans shall be approved by the local board of trustees, including evidence that the plan was developed with input from the principal, teachers and certificated employees at each school.

(2) Such plan shall not be subject to collective bargaining, any other provision of law notwithstanding.

(3) The plan may allow expenditure of up to forty percent (40%) of the funds for professional development, leadership and resources necessary to implement Idaho core mathematical and English language arts standards.

(4) The plan shall delineate how the moneys will be used for excellence in achievement awards, including the establishment of goals and identifying objective measures of growth in student achievement to be used.

(5) Awards shall be directed at the schoolwide level, the individual level or any other grouping below the schoolwide level.

(6) The plan and grant funds request shall be submitted to the state department of education by no later than October 1, 2013, and funds shall be distributed by the department no later than February 15, 2014.

(7) Each school district receiving grant funds shall submit a report to the state department of education at the end of the fiscal year that details the plan's student achievement results based upon the established criteria. Such report shall include, but not be limited to, measures of growth in student achievement, target benchmarks, results of those measures, and information on the amount of the funds awarded, by individual.

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The report shall also include a narrative on the effectiveness of the awards in reaching the goals.

(8) Each submitted plan and report shall be posted to the school district and state department of education websites. In addition, the state department of education shall conduct a comparison study of the characteristics, process and features of each plan to the results achieved and shall post such study to its website.

(9) A portion of the moneys so distributed shall be utilized to pay any variable rate-based employer benefit costs.

(10) The payment of any funds to an employee pursuant to this section shall not create any requirement that a school district maintain or repeat such a payment in the future. For the purposes of this section, the term "school district" also means "public charter school" and the term "board of trustees" also means "board of directors."

History:

[33-1004J, added 2013, ch. 338, sec. 5, p. 884.]

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Marsing Elementary School

Student Achievement

- All Marsing Elementary School students will take a pre-test and a post-test for each unit in mathematics.
- 80% of the students will be required to show growth on the post test.
- Teachers will submit an end of semester report showing student progress at the end of each semester.

Marsing Middle School

Student Achievement

- All Marsing Middle School students will take a pre-test and a post-test either unit by unit or for the semester.
- 80% of Marsing Middle School students will be required to show growth from pre-test to post-test.
- Teachers will submit an end of semester report showing student progress at the end of each semester.

Marsing High School

Student Achievement

A pre-test measuring academic achievement will be administered during the 1st semester in each subject area. A post-test will be administered during the end of the 1st semester in each subject area.

The goal for the high school is that 80% of all high school students would increase their scores by at least 5 percent on the end of semester 1 post-test compared to the pre-test.